Norfolk Village State School Student Code of Conduct

2024-2027

Brighter Futures
Delivering excellence in every state school, for every student

Brighter Futures outlines the government's vision for a progressive, high-performing education system. Brighter Futures provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

Postal address:	83 Halfway Drive, Ormeau, QLD 4208
Phone:	(07) 5549 4222
Email:	info@norfolkvillagess.eq.edu.au
School website address:	www.norfolkvillagess.eq.edu.au
Contact Person:	Principal – Carmel Ord

Endorsement

Principal Name:	Fiona Keswell
Principal Signature:	*[signature]*
Date:	4 December 2023
P&C President Name:	Rebecca Peters
P&C President Signature:	*[signature]*
Date:	4 December 2023
School Council Chair Name:	Olivia McAuliffe
School Council Chair Signature:	*[signature]*
Date:	4 December 2023

Most recent update – March 2026
Principal Carmel Ord
P&C President Kalah Brickland

Queensland
Government

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Purpose

Norfolk Village State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Norfolk Village State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to engagement, behaviour and wellbeing.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace. Our Student Code of Conduct supports us to maintain a positive and productive teaching and learning environment, where all school community members have clear roles and responsibilities.

Principal's Foreword

Norfolk Village State School is located at the Northern end of the Gold Coast and first opened in 2009. Our school motto, 'Creative Confident Committed' reflects our desire for all students to develop into productive learners and citizens. The school works hard on developing strong connections within and beyond the school gate. Our Norfolk Angel volunteers reflect the strong importance we place on partnering with families and ensuring parents/carers are key stakeholders within our school community. We pride ourselves on being a school for the whole community.

At Norfolk Village State School we aim to continually improve the culture of learning and the outcomes that children achieve. At the core of all we do is the Norfolk Village State School Multi-Tiered System of Support - 'Supporting all students every day'. This tiered approach ensures the whole child is considered with a focus on: Academic, Behaviour and Social Emotional.

The school offers a range of curricular and extra-curricular programs to support the needs of every student. All staff are committed to creating a learning environment which further develops the learning and developmental needs of all our students, inclusive of individualised curriculum.

Norfolk Village State School's three school expectations of: I am Safe, I am Respectful, and I am a Learner are explicitly taught and reinforced across the school. This is further strengthened by our Wellbeing Framework, inclusive of Reboot Program - enabling students to understand the many functions of their brain and The Resilience Project – which teaches students practical strategies to support their mental wellbeing focusing on gratitude, empathy, mindfulness & emotional literacy.

As part of our ongoing commitment to continuous improvement, the Norfolk Village Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, date and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting Cycle

P&C Statement of Support

As the president of the Norfolk Village State School P&C Association, I am proud to support the Student Code of Conduct. We encourage all parents and carers to familiarise themselves with the Norfolk Village State School Student Code of Conduct.

We support Norfolk Village State School in committing to provide a safe, respectful and disciplined learning environment for all students, staff, parents and volunteers.

Acknowledgement, Vision, Mission, Motto, Expectations

Acknowledgement

We acknowledge the Bullongin and Gugingin People, the Traditional Custodians of this land on which we live and learn. We pay our respect to Elders past and present, for they hold the memories and traditions and we recognise their continued connection to Country. We acknowledge Bujera Nyunga, the morning sun that rises in the east, the rivers, plants and animals that connect us to this place. We extend our acknowledgement to all of our First Nations families and visitors.

Norfolk Village State School is committed to strengthening connections to culture through curriculum and community engagement.

Vision

At NVSS we commit to providing students with a life of choice, not chance.

Mission Statement

At NVSS we have a collective responsibility to impact students through: high-impact and research-informed pedagogy, innovative opportunities, community partnerships and supporting health and well-being to create literate citizens and provide students with a life of choice, not chance.

Motto

Creative
Confident
Committed

School Expectations

I am Safe
I am Respectful
I am a Learner

Whole School Approach to Discipline
- Positive Behaviour for Learning (PBL) -

Norfolk Village State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:
- Analyse and improve student behaviour and learning outcomes
- Ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices.

At Norfolk Village State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Norfolk Village State School Student Code of Conduct is an opportunity to develop our community's understanding of PBL to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

PBL is a Multi-Tiered System of Support which is used to improve academic, wellbeing and behavioural outcomes. PBL uses a problem-solving model to examine relevant data, determine desired outcomes, and establish systems and practices to achieve identified goals. Norfolk Village State School's three school expectations of: **I am Safe, I am Respectful, and I am a Learner** are explicitly taught and reinforced through our NVSS PBL Matrix and Village Voucher reward system.

It is an expectation that all staff use PBL to build positive relationships with students and as a proactive and preventative approach to student behaviour. PBL is supported by a PBL Team who engage regularly with regional PBL advisors to ensure rigour and fidelity in our practices. In 2026 the school has a PBL Tier 1 and a PBL Tier 2 Team. A PBL Tier 3 Team is being introduced in Term 3 with support from PBL South East Region.

Consideration of Individual Circumstances

As previously stated, when providing support and determining appropriate consequences for disciplinary matters, staff take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Student Wellbeing and Support Networks

Norfolk Village State School offers a range of programs and services to support the wellbeing of students. We encourage parents and students to speak with their class teacher. The following staff also work in the student support network; Wellbeing and Engagement Team, Guidance Officer, Guidance Officer – Wellbeing Workforce, Deputy Principals, Inclusion Teachers, Students Support Teacher Aides, School-Based Health nurse and South East Regional supports (Behaviour Team, Speech, OT, etc.). Norfolk Village State School also has a partnership with Qld Health with an onsite Health Hub.

Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimized, and they develop a strong sense of wellbeing when they experience success in learning. The Norfolk Village State School Student Learning and Wellbeing Framework supports our school by creating a whole school approach to wellbeing and engagement by creating a positive school culture and embedding student wellbeing in all aspects of school life.

Curriculum and Pedagogy

Norfolk Village State School builds the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the K-12 Curriculum, assessment and reporting framework.

Norfolk Village State School acknowledges the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes. The Queensland Department of Education 'Brighter futures' highlights the importance of belonging and engagement.

Three key whole school programs Norfolk Village State School employs to achieve these outcomes are Positive Behaviours for Learning (PBL), Reboot and The Resilience Program (TRP).

Confidentiality

Norfolk Village State School staff are bound by confidentiality obligations and there will be no sharing information or discussion about the individual circumstances of students, including applied disciplinary consequences, with persons other than the student's parent/s and/or carers.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment to discuss the matter.

PBL Expectations

The Norfolk Village State School PBL Expectations are: I am Safe, I am Respectful, I am a Learner.

At Norfolk Village State School our students are expected to be **safe, respectful learners.**

Expectations for positive behaviour are discussed routinely with students. Specific expectations are explicitly taught in the whole school PBL Focus on a fortnightly cycle. The fortnightly PBL Focus lesson must be taught in every classroom before 11:00am on Mondays. Teachers also monitor behaviour of individuals, class groups and year level cohorts and may address further expectations as an additional focus or targeted area of need. Norfolk Village State School also utilises Reboot and The Resilience Project. See example below showing distribution of lessons for Term 1 2026.

Our Village Voucher acknowledgement system rewards students when they meet the expectations. Specific feedback connects the expectation to the reward. Students are also rewarded via Student of the Week, End of Term Rewards Day and Cool Kids Café.

On the following page are the Expectations for Positive Behaviour for Learning Matrix poster at Norfolk Village State School.

PBL AND WELLBEING FRAMEWORK
TERM 1

	REBOOT	PBL	THE RESILIENCE PROJECT
1		Classroom expectations and transitions I follow the BYOD Agreement	All About Me, Weekly Habit Tracker, Weekly Mood Tracker - Student Journal & Lesson 1
2	The Three Brains	I follow all adult instructions promptly I follow the eating expectations of my year level	Weekly Habit Tracker Weekly Mood Tracker Introducing GEM characters - Student Journal
3	The Wall of Awesome		Lesson 2
4	The 5 Faces	I am prepared and ready to learn	Weekly Habit Tracker Weekly Mood Tracker Building Gem Habits - Journal
5			Lesson 3
6	Regulation	I use the STOP, THINK, ACT strategy	Weekly Habit Tracker Weekly Mood Tracker Building Gem Habits - Journal
7	My Lucky Heart		Lesson 4
8	Emotional Brain	I am kind, caring and use polite words	Weekly Habit Tracker Weekly Mood Tracker Building Gem Habits - Journal
9			Lesson 5
10	Wild Brain	I care for property and facilities	Weekly Habit Tracker Weekly Mood Tracker Building Gem Habits - Journal

Expectations for Positive Behaviour at Norfolk Village State School

NORFOLK VILLAGE STATE SCHOOL	ALL SETTINGS	TEACHING AREAS	EATING AREAS	OUTDOOR AREAS
I am SAFE	☐ I transition safely around the school, classroom and community ☐ I keep hands and feet to myself ☐ I use the stop, think, act strategy ☐ I am in the right place at the right time		☐ I follow eating expectations for my year level ☐ I follow the Tuckeroo expectations	☐ I play safely and use the high five ☐ I ask for help from the adult on duty
I am RESPECTFUL	☐ I follow all adult instructions promptly ☐ I am kind, caring and use polite words ☐ I care for property and facilities	☐ I raise my hand to speak and listen to others	☐ I put rubbish in the bin	☐ I include and help others ☐ I play fairly and show good sportsmanship ☐ I follow before and after school expectations
I am A LEARNER	☐ I am prepared and ready to learn ☐ I use a growth mindset to always try my best	☐ I follow the BYOD agreement		

Differentiated and Explicit Teaching

At Norfolk Village State School, we provide the curriculum through evidence-informed, high-impact pedagogy and support students through strategies which meet the diverse needs of all students. Needs may be identified as academic, behaviour and/or social emotional.

Student Support Through a Tiered Approach

TIER 1: DIFFERENTIATED SUPPORT - UNIVERSAL
Differentiated teaching and the provision of reasonable adjustments occur in the classroom for all learners supporting behaviour, academic and social emotional needs.

TIER 2: TARGETED SUPPORT
Informed by data and provides targeted intervention to identified students to address specific behaviour, engagement, academic and/or wellbeing needs. Students requiring tailored supports are identified through referral processes and are case managed to monitor progress.

TIER 3: INTENSIVE SUPPORT
Informed by data and provides intensive intervention to identified students to address specific behaviour, engagement, academic and/or wellbeing needs. Students requiring intensive supports are identified through referral processes, are case managed to monitor progress and includes a multi-disciplinary stakeholder team.

Norfolk Village State School Multi-Tiered System of Support
A whole school approach to engagement and inclusion
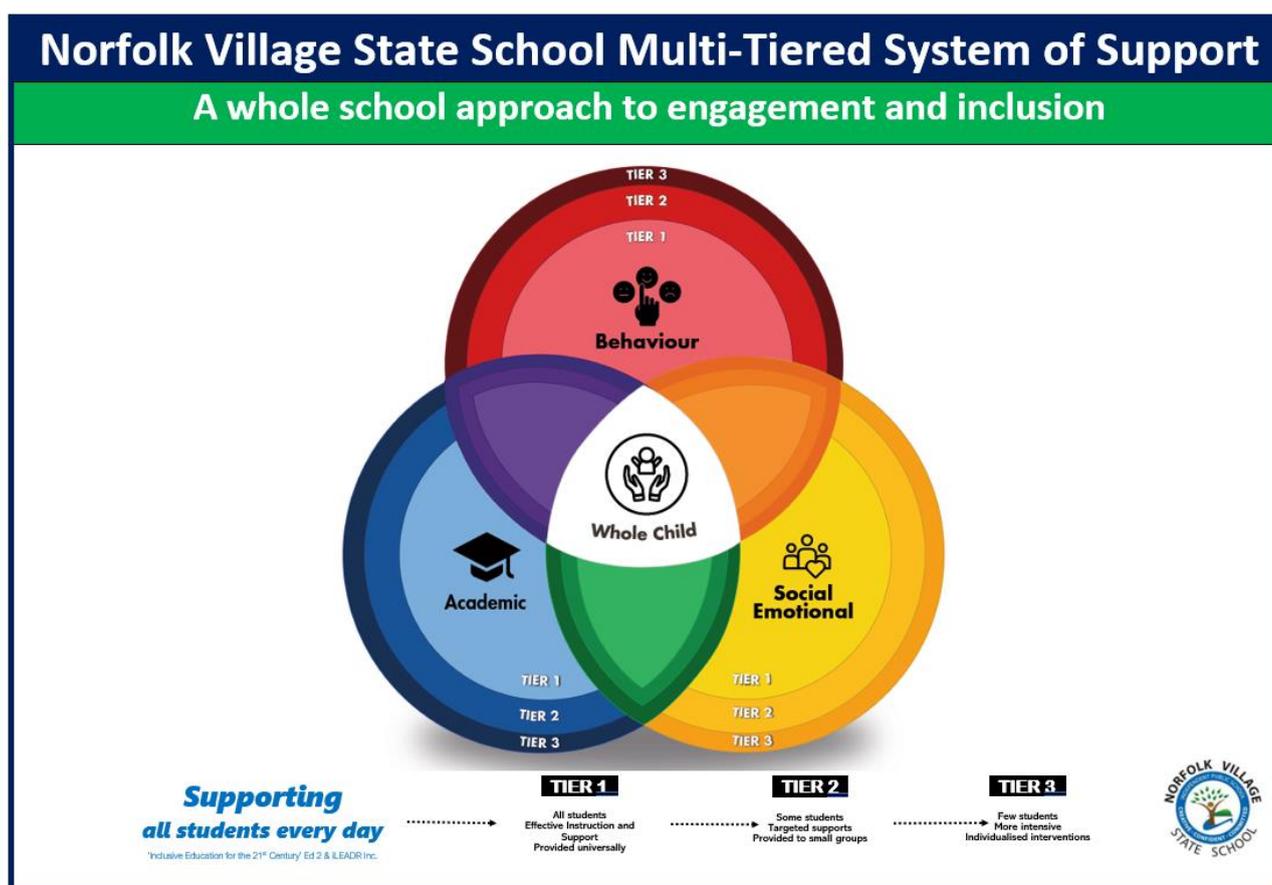
Discipline and Behaviour through Differentiated Teaching and Learning

Norfolk Village State School provides an environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Norfolk Village State School vary what students are taught, how they are taught and how

students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

In the context of PBL: Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for an individual or a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated on page 8, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success. Norfolk Village State School also works with all students via PBL, Reboot and The Resilience Project to support positive Behaviour and social/emotional regulation.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Staff also utilise The Three Brains Strategy (wild, emotional, smart brain) from the Reboot Program.
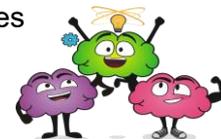
Classroom Teachers and Support Teachers at Norfolk Village State School, work cooperatively to provide additional support to a small number of students requiring additional support to meet our school expectations.

Additional support may include:
- Restorative conversations
- Mediation processes
- Discipline Improvement Plan
- Playground Plan
- Behaviour Plan
- Risk Assessments
- Functional Behaviour Assessment
- Ready to Learn plan
- Communication Book
- Supported play at breaks
- Social skills groups
- Individualised supports
- Pastoral care

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there maybe approximately 5% of the student population who require intensive teaching and supports to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

At Norfolk Village State School we have a Wellbeing and Engagement Team comprised of a teacher and two teacher aides who support students across the school in a proactive way and reactively as required.
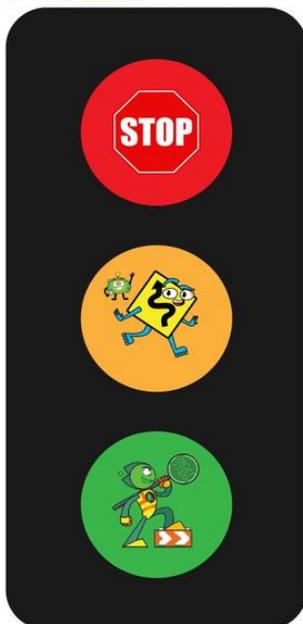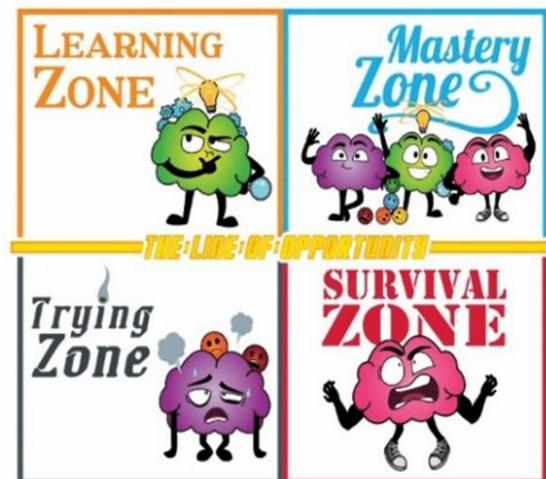
Legislative Delegations

Legislation

In this section of the Norfolk Village State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Disability Discrimination Act 1992 (Cwth)
- Disability Standards for Education 2005 (Cwth)
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Work Health and Safety Act 2011 (Qld)
- WorkHealth and Safety Regulations 2011 (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for 'controlling and regulating student discipline in the school'.

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director Generals delegations
- Education (General Provisions) Act 2006 Minister's Delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2017 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

Disciplinary Consequences

At Norfolk Village State School, we use a differentiated approach used in the proactive teaching and support of student behavioural expectations and in determining consequences when students make choices that are not in line with our school expectations of being a **safe, respectful learner.**

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school leadership team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of support is required to support them to meet the behavioural expectations. This may be needed throughout the school year or on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders.

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. This course of action may be taken when the behaviour is so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.
The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Supporting Documentation – NVSS Behaviour Processes

On the following pages are the supporting documents containing Norfolk Village State School's approach to behaviour support, behaviour strategies and possible consequences. Also following are the definitions and descriptions of behaviours and how they may be managed.

- Corrective Strategies Roadmap
- Use the High 5
- Major and Minor Matrix
- Responding to Behaviour Flowchart – PBL Universals
- Possible consequences in response minor and major behaviours
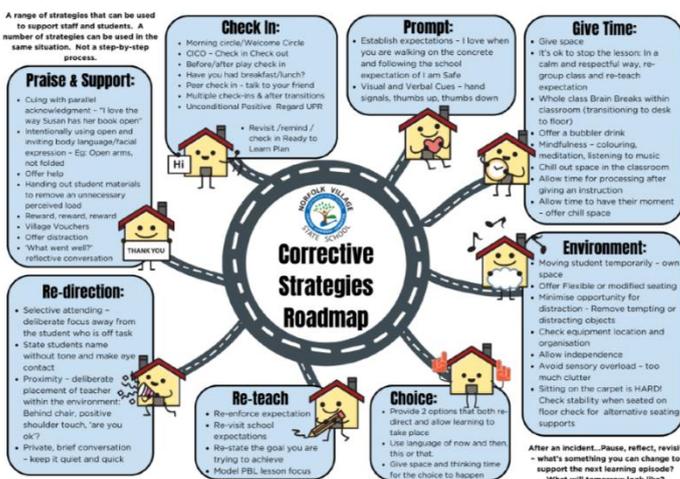
Major & Minor Definitions and Examples
Possible Responses to Minor Behaviours

'A minor is a minor is a minor'
- Repeated and ongoing minors never equal a major
- A specific amount of minors never equal a major

NORFOLK VILLAGE STATE SCHOOL — INDEPENDENT PUBLIC SCHOOL — CREATIVE · CONFIDENT · COMMITTED

		MINOR		MAJOR		CRITICAL
		Behaviour that can be managed by staff using Tier One universal strategies. Behaviour can be corrected without additional support.		Behaviour that has a strong negative impact on others and is referred to the office.		- Behaviour that is so disruptive and/or unsafe that school routines cannot continue. - Behaviour that poses an imminent risk to self or others. - Immediate assistance is needed. Staff member calls Code Red.
		Managed by the adult in the situation		*Managed by Leadership Team*		
OneSchool Behaviour Categories		**Example Minor Behaviour**	**Possible Management Strategy of Minor Behaviour** • *PBL Tier 1 Toolkit* • *PBL Universals* • *NVSS PBL Roadmap*	**Example Major Behaviour**	**Non-Example Major Behaviour**	**Example Critical Behaviour**
Description	**Definition**					
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	- Name calling / teasing directed at others - Swearing – indirect or accidental use of words such as shit - Random phrases/slang with limited understanding	- Rule reminder/ reteach - Apologise - Restorative justice	- Directed swearing using explicit language	- Name calling - Incidental swearing	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	- Cheating or copying other students' work - Cheating during assessment - Handing in other students' work as their own - Copying	- Lunch discussion - Repeating task at lunch time - Apologising - Reminder of expectations			
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.					- Bomb threat founded or unfounded
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.			- Ongoing exclusion of peer/s from a game or event - Persistent teasing and/or physical harm - Online bullying and/or harassment - Covert bullying	- One-off incidents	
Defiance	Student refuses to follow directions given by school staff.	- Not following an instruction (impulsive) - Saying no or ignoring staff	- Reminder of expectation - Reteach - Student to practise compliance - Make up time wasted - Miss out on preferred activity/ desired object	- When not following instructions causes a safety risk	- Not following an instruction (impulsive) - Saying no or ignoring staff	
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	- Back chat to a staff member - Non-verbal gestures - Insolence displayed towards a staff member (walking off, not listening, laughing and stating that they don't care)	- Reminder of expectation - Reteach - Choice - Teaching respect - Chill out time	- Rude messages that are directed at a teacher or other students	- Back chat to a staff member - Non-verbal gestures - Insolence displayed towards a staff member (walking off, not listening, laughing and stating that they don't care)	
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	- Talking during learning instructions - Walking around room (out of seat) - Calling out - Tapping materials/objects - Fidgeting - Rolling/lying on carpet - Making/pulling faces - Making noises – whistling, crying	- Practise in own time - Rule reminder - Reteach - Flood the positive - Move student - Choice - Hand signals - Take a walk/movement break - Check in	- Loud talking, screaming and/or yelling that stops others from learning - Disruptions that interfere with others' learning - Standing on tables - Hiding under tables & kicking out chairs - Throwing objects - Running in and out of classroom - Loud banging on windows - Jumping out of windows	- Talking during learning instructions - Walking around room (out of seat) Calling out - Tapping materials/objects - Fidgeting - Rolling/lying on carpet - Making/pulling faces - Making noises – whistling, crying	
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	- Repeatedly wearing incorrect uniform - Wearing make-up - Not adhering to dress code	- Reminder and a chance to correct the next day - Contact parent (extenuating circumstances?) - Ongoing: Send to office for rectifying eg. change into spare uniform	- Offensive clothing worn to school ie. on free dress days	- Repeatedly wearing incorrect uniform - Wearing make-up - Not adhering to dress code	
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	- Forging parents' signature on school documents - Emailing teacher posing as the parent	- Parent contact - Discussion with staff member - Apologising - Work It Out - Missing out on preferred activity/object	- Forging parent signature on excursion/camp consent forms - Sending documents that results in action that could result in increased risks	- Forging parents' signature on school documents - Emailing teacher posing as the parent	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	- Play fighting - Rough play	- Verbal redirection - Rule reminder - Apology - Contact parent - Thinking time or Work It Out	- Physical misconduct with risk of injury - Intentional physical violence towards others	- Play fighting - Rough play	- Physical violence that is unmanageable and requires assistance
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	- Using family as a basis for teasing - Delivering inappropriate messages that are in jest or not understood	- Work It Out - Restorative Justice session - Missing out on preferred activity / object - Contact parent - Apologising	- Racial discrimination - Sexual discrimination - Name calling based on gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	- Using family as a basis for teasing - Delivering inappropriate messages that are in jest or not understood	
Other – charge-related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.					- Principal to liaise with QPS

OneSchool Description	OneSchool Definition	Example Minor Behaviour	Possible Management Strategy of Minor Behaviour	Example Major Behaviour	Non-example Major Behaviour	Example Critical Behaviour
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	- Pushing peers - Impulsive physical reaction with no intent to harm self or others - Physical aggression directed towards animals, flora or fauna – no injury - Accidentally falling/walking into someone - Grabbing onto someone - Hitting a hat off - Kicking items - Tapping/touching others to annoy - Rough play	- Verbal redirection - Rule reminder - Apology - Thinking time or Work It Out - Contact parent	- Inciting others to violence - Physical violence that results in harm or injury - Premeditated acts of violence targeting others - Choking/strangling - Touching other's privates - Expelling body fluids inappropriately - Stabbing - Biting	- Pushing peers - Impulsive physical reaction with no intent to harm self or others - Physical aggression resulting in injury to animals, flora or fauna - Shoulder barging	- Physical incidents that are unable to be stopped - Physical violence that could result in serious injury or death
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property	- Destroying own belongings (ripping/drawing on worksheets, books, rubber etc) - Using things for wrong purpose – book throwing around room (not directed at anyone) - Wasting equipment – glue, paper, books - Breaking equipment due to incorrect use	- Reteach - Rule reminder - Standing at desk or designated place - Lose tidy tray and/or relevant materials - Verbal redirection - Mend damage - Reteach correct use of equipment - Contact parents to organise a replacement	- Flipping furniture not directed at others - Vandalism - Graffiti - Damage that needs to be rectified by a staff member eg. making a mess with toilet paper in the toilets - Destroy other's work – tear out pages, scribble	- Destroying own belongings (ripping/drawing on worksheets, books, rubber etc) - Using things for wrong purpose – book throwing around room (not directed at anyone) - Wasting equipment – glue, paper, books - Breaking equipment due to incorrect use	
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	- Banging furniture - Throwing soft objects - Incorrect use of materials	- Reteach - Rule reminder - Standing at desk or designated place - Lose tidy tray and/or relevant materials - Verbal redirection - Mend damage - Reteach correct use of equipment - Contact parents to organise a replacement	- Kicking/banging walls - Significant property damage e.g., broken window, hole in wall - Flipping furniture near others	- Banging furniture - Throwing soft objects - Incorrect use of materials	- Incidents that are unable to be stopped and/or could result in serious injury or death
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the education program at the school.	- Not following classroom routines - Not completing a set task - Not lining up to enter class - Not logging off computer - Colouring instead of working - Playing with object-not working - Moves around room without purpose - Not wearing a hat - Saying no when asked to participate	- Student to practise compliance - Make up time wasted - Do the work in other designated space - Miss out on preferred activity/ desired object		- Not following classroom routines - Not completing a set task - Not lining up to enter class - Not logging off computer - Colouring instead of working - Playing with object-not working - Moves around room without purpose - Not wearing a hat - Saying no when asked to participate	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.			- Brings prohibited substances to school (vape, lighter, cigarette) and/or shows it to other students - Uses prohibited substances to school (vape, lighter, cigarette)		
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs, substances, imitations and/or implements.			- Brings or uses illegal substances at school		- Has ingested illegal substances
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	- Messaging with a device - Using device outside of classroom - Not signing-in phone at the office - Changing other students' avatars - Not being on the right app - Sharing of passwords	- Student to lose access to IT device - Parents contacted - Remove phone/send to office	- Viewing/sharing inappropriate digital materials - Technology misuse with intent to harm - Inappropriate use of emails or airdropping e.g.threats or inappropriate content - Damaging school technology property - Creating, accessing and sharing inappropriate content online - Cyberbullying - Distribution of material bringing the school into disrepute	- Messaging with a device - Using device outside of classroom - Not signing-in phone at the office - Changing other students' avatars - Not being on the right app	- Illegal activity such as hacking, impersonating staff or other students
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	- Refusing to return a peer or teachers property - Taking other peoples' belongings without asking permission	- Apologise - Replace item - Contact parent - Reteach - Restorative Justice session - Work It Out	- Stealing iPad/equipment chargers - Stealing that may result in significant consequences (e.g., keys, credit card, licence) - Stealing out of someone's bag - Pre-meditated stealing	- Refusing to return a peer or teachers property - Taking other peoples' belongings	
Truancy (out of class)	Student is present at school but is absent for one or more scheduled classes without permission or appropriate reasons (i.e., an unauthorised absence).	- Late to class after lunch - Leaving the classroom without permission but returns shortly after (e.g., goes to bag, gets a drink, goes to the toilet) - Out of bounds but still in a safe area	- Make up time - Rule reminder - Reteach - Check in of health - Reminder to use toilet before returning - Choice	- Refusal to return to class - Refusal to go to specialist lesson - Leaves classroom without permission for longer than 5 minutes - Out of bounds in an unsafe area	- Late to class after lunch - Leaving the classroom without permission but returns shortly after (e.g., goes to bag, gets a drink, goes to the toilet)	- Leaves classroom without permission and is at risk of unsafe behaviours
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e., an unauthorised absence).					- Leaves school ground without permission e.g., runs out of the school gate
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).			- Brings prohibited items to school (vape, lighter, matches, firecrackers, petrol) and shows it to other students - Uses prohibited items to school (vape, lighter, cigarette)	- Brings prohibited substances to school (vape, lighter, matches, firecrackers, petrol) but does not use	- Use of combustibles that could result in serious injury or even death
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	- Brings fake/toy weapons to school (knife or gun)	- Confiscate prohibited item - Throw out - Parent contact - School policy rule reminder	- Brings weapons to school that can cause harm (e.g., knives, guns, slingshots)	- Brings fake/toy weapons to school (knife or gun)	- Threatens to harm others with weapons (has weapon with them)

RESPONDING TO BEHAVIOUR FLOWCHART

PBL UNIVERSALS
Preventative, Proactive, Positive

MINOR BEHAVIOUR

Managed by the adult in the situation. Managed by staff using Tier One universal strategies. Behaviour can be corrected without additional support.

ARE UNIVERSALS IN PLACE?

RESPOND WITH CORRECTIVE STRATEGIES

See road map

- **BEHAVIOUR IMPROVES**
- **BEHAVIOUR CONTINUES**

RETEACH AND REPEAT

REFER TO POSSIBLE RESPONSES TO BEHAVIOUR

ACKNOWLEDGE EXPECTED BEHAVIOURS

Free and frequent

Flood the positives

Enthusiastic

Positive body language

1

RECORD BEHAVIOUR ON ONESCHOOL AND MAKE NECESSARY CONTACTS
Teacher tracks repeated minor behaviours. Teacher records single or accumulated incidents on OneSchool and contacts parents/carers at a point of the week.

PRAISE When giving praise connect it to the school expectations: *Here's a village voucher for being respectful when you used your manners*

MAJOR BEHAVIOUR

Behaviour that has a strong negative impact on others and is referred to the office.

SCHOOL ROUTINES CAN CONTINUE
Behaviour ceased

OFFICE REFERRAL
OR
ASK FOR BEST FIT HELP IN THE MOMENT
- W&E TEAM
- CASE MANAGER
- LEADERSHIP TEAM

STAFF MEMBER WHO WAS FIRST RESPONDER RECORDS ONESCHOOL INCIDENT

LEADERSHIP TEAM ACTIONS AND MANAGES INCIDENT, DETERMINES CONSEQUENCES AND MAKES CONTACTS

DEBRIEF

FEEDBACK

WELLBEING CHECKS

CRITICAL

Behaviour is so disruptive and/or unsafe that school routines cannot continue. Behaviour poses an imminent risk to self or others. Immediate assistance is needed. **Staff member calls Code Red.**

SCHOOL ROUTINES CANNOT CONTINUE

CALL CODE RED PHONE

FOLLOW SAFETY AND/OR EMERGENCY PROCEDURES

'A MINOR IS A MINOR IS A MINOR' Repeated and ongoing minors never equal a major

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Norfolk Village State School Possible Consequences in Response to Minor and Major Behaviours

	MINOR	MAJOR	CRISIS
	Managed by the adult in the situation	*Managed by the office*	*Managed by the office*
Category and Description	• Behaviour that can be managed by staff using Tier One universal strategies. • Behaviour can be corrected without additional support.	• Behaviour that has a strong negative impact on others and is referred to the office.	• The behaviour is so disruptive and/or unsafe that school routines cannot continue. • Behaviour that poses an imminent risk to self or others. • Immediate assistance is needed. Staff member calls Code Red.
	'A minor is a minor is a minor' • Repeated and ongoing minors never equal a major • A specific amount of minors never equal a major		
Management & Contacts	• Teacher tracks repeated minor behaviours. • Teacher records single or accumulated incidents on OneSchool and contacts parents/carers at a point of the week.	• Recorded on OneSchool by staff member referring the incident. • Incident actioned and managed by Leadership Team. • Parents/carers contacted by Leadership Team.	
Possible Strategies and/or Supports		• Explicit teaching of social skills by specialised staff member eg. GO • Check and Connect or Check in Check Out (CICO) • Positive reinforcement chart • Individual Student Ready to Learn Plan • Playground Card • Super Play / Supported Play • Disciplinary Improvement Plan • FBA • Individual Behaviour Plan • Risk Assessment • Student Support Referral	
Possible Consequences	Managed by the staff member in the moment: • Natural consequence • Restorative justice / conversation • Discussion with Teacher and/or Admin • Parent contact • Supported reflection or Work it Out (WIO)	Managed by Leadership Team taking into account the student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour and applying any disciplinary consequence:	
		• Parent engagement by School Leader/s • Supported reflection and/or restorative process by School Leader/s • Individualised consequence • Suspension 1-5 days • Suspension 6-10 days • Suspension 11-20 Days	• Parent engagement by School Leader/s • Supported reflection and/or restorative process by School Leader/s • Individualised consequence • Suspension 5-20 days • Suspension 20 Days, pending exclusion

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences - SDA

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Norfolk Village State School, the use of any SDA is considered a very serious decision. It may be used by the Principal when a student continuously does not engage with school expectations and supports. It is typically used when other options have been exhausted or the student's behaviour is unsafe and poses a risk to the safety and wellbeing of staff and/or students or when the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Norfolk Village State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via written notification of the suspension. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Discuss PBL expectations
- Offer information about supports available (e.g. guidance officer)
- Thank student and parent/s for attending

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff may also offer important advice to ensure a successful outcome to the re-entry meeting.

Norfolk Village State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property

- Use of Mobile Phones and other devices by students

- Use of iPads at Norfolk Village State School

- Preventing and responding to bullying

- Appropriate use of social media

Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The Department of Education's Temporary Removal of Student Property by School Staff Procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.
The following items are explicitly prohibited at Norfolk Village State School and will be removed if found in a student's possession:

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items
- drugs* (including tobacco)
- vapes, e-cigarettes etc
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids
- poisons
- inappropriate or offensive material
- no knives of any type are allowed at school. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

*The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

In addition, student property may be removed and stored securely such as:

- mobile phones in a student's bag
- jewellery not in line with our uniform policy
- cash
- items of value or significance

<u>Responsibilities</u>

State school staff at Norfolk Village State School:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Norfolk Village State School:
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Norfolk Village State School Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Norfolk Village State School:
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Norfolk Village State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Mobile Phones and Other Devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Norfolk Village State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

- **A student should only bring a phone to school if they require it to communicate with parents outside of school hours and outside of school grounds eg. from the bus stop after school.**

- **If a parent needs to communicate a message to their child during school hours, parents should phone the school office to have that message relayed.**

- **If a student requires a phone to communicate with parents outside of school hours and outside of school grounds, phones <u>MUST</u> be signed in at the office as soon as a student arrives onsite where it will be stored securely. Students can sign these out directly after school.**

*Mobile phones required for the management of a medical condition eg. diabetes, are exempt and are permitted onsite as part of a documented and approved Health Management Plan.

In accordance with Department of Education policy and state legislation:
- It is a requirement for all students (except for those with recorded exemptions) to keep their mobile phones switched off and away for the day and/or disable notifications on wearable devices during school hours.
- There is a process to follow for seeking formal exemption from this policy for students who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons. Please make an appointment to meet with school staff.

- Norfolk Village State School's process for storage of student devices;
    - Students bring their phones to the office as soon as they arrive at school or released from before school care.
    - An admin officer prints 2 ID slips – one is given to the student, the other is attached to the phone with a rubber band.
    - At 8:50am all student phones are locked in a cupboard in the admin building where they remain for the day.
    - At 2:50pm all student phones are removed from the locked cupboard and returned to students as they attend the office after school with their ID slip.

From the time students arrive at school, until the conclusion of the school day students are not permitted to access or use phones or access or use wearable devices.

The following information is provided from our BYOD Parent and Student Handbook:

Setting up iPads for Learning

Follow these instructions to setup iPad for Learning

Family Sharing to setup a Child Apple ID

All students must have their own Child Apple ID, this is setup through Family Sharing. Family Sharing makes it easy for up to six people in your family to share Apps and Books, including purchased apps and books. Parents have control over content that is on their child's iPad. Parents are prompted with app requests from their children. Family sharing supports parents with managing iPad at home.

Using a device signed in with **parent** name:

Settings > tap your name > Family > Create Child Account

If you are an existing **Apple User** visit for further support to setup
https://support.apple.com/en-au/HT201088

If you use other platforms such as Google or Samsung please use this document to help you setup Family Sharing. You will create the parent Apple ID and then follow instructions to setup a Family using your child's device. When this has been created sign out of your Apple ID on the iPad and sign in with the Child's Apple ID.

Screen Time

After Family Sharing is setup Screen Time and Parental Controls can be applied to your child's iPad.

With Screen Time, you can access real-time reports about how much time your child is spending on their iPad, and set time limits for before and after school use.

Use Apple device signed in **parent** name

Settings > Screen Time > **Child's Name** > Downtime, App Limits, Communication Limits, Communication Safety, Always Allowed and Content & Privacy Restrictions

Use each of these settings to make **parental decisions about what works best for your family**. Limits can be applied to games and social media apps. It is strongly recommended that all the apps your child has access to are age-appropriate. This information is available in the App Store.

It is strongly recommended that Content & Privacy Restrictions are applied to your child's iPad. Using Screen Time, you can block or limit specific apps and features on your child's device, and restrict the settings their iPad for explicit content, purchases and downloads, and privacy.

Visit https://support.apple.com/en-au/HT208982 for further support to setup Screen Time.

Turning off iMessage

iMessage must be OFF while at school.

Whilst we understand that communication between home and school is important, iMessage for parent/child communication is not allowed. iMessage is not needed as a learning tool and as such, the use of this during learning time would constitute a breach of our BYOD Code of Conduct.

Settings > Messages > iMessage off

Accessibility Features

Accessibility features help all students to learn. Please turn on the following functions on your child's iPad.

Enable Spoken Content feature:

Settings > Accessibility > Spoken Content > Turn on Speak Selection

Enable Dictation:

Settings > General > Keyboard > Enable Dictation

Connecting to School Wi-Fi

Our school network is a managed online environment controlled by The Education Department. This means that all web searching and online access is carefully controlled and monitored to ensure that students are working in a safe online environment. You do not need to do anything to connect your child's iPad to the school network, this will happen during school time when the iPad comes to school.

Education Queensland provides all State Schools with a Managed Operating Environment (MOE). This means that web searching is filtered and traceable for both students and staff.

At school, students **MUST** agree to follow the Appropriate Use/Behaviour of School Network guidelines in relation to Internet Use. Internet access is provided by Education Queensland's Managed Internet Service (MIS) and provides students with:
- Content-filtered Internet access
- Virus-filtered email
- School website hosting

MIS provides the means to filter students' access to web pages from a global level; controlled by Education Queensland and from a school level when appropriate.

Family Sharing MUST be set up on all student iPads. At NVSS we value Family Sharing as an important way for parents to influence their child's device use. Family Sharing is a feature of Apple products. Family Sharing enables children under the age of 13 to have their own Apple ID which is linked to your parent account with the appropriate restrictions. It also allows families to share apps across 6 devices, which means you only need to purchase a paid app once and it can be used across many devices. Family Sharing also offers Parental Controls which support your child to manage their screen time and access to the device. http://www.apple.com/au/family-sharing

iMessage must be OFF on all student iPads during school hours. Whilst we understand that communication between home and school is important, iMessage for parent/child communication is not allowed. iMessage and Facetime are not needed as a learning tools and as such, the use of this during learning time would constitute a breach of our BYOD User Agreement. To communicate with your child during the school day please phone the school office or email their teacher.

Social media apps are NOT allowed on student iPads. Most social media apps are NOT age appropriate, for example a 9 year old should have apps that are recommended for 9 year-olds and under. All Social Media Apps including, but not limited to Facebook, Instagram, TikTok, Fortnite and Snapchat are **NOT** to be installed.

The Carly Ryan Foundation offers app guides for parents:
https://www.carlyryanfoundation.com/resources/fact-sheets and the Apple App Store provides recommended age limits.

Smart Watches and Phones: Phones must be signed into the office each morning (placed into silent mode) and then signed out at the end of each day. **To wear a Smart Watch to school, students and parents must read, agree and sign our school Smart Watch Policy**. This can also be found on our school website. Classroom teachers will hand out the agreements as necessary.

Parents and students should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT services and network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT services, facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - ICT services, facilities and devices should be used appropriately as outlined in the Student Code of Conduct and Student and Parent BYOD Handbook
  - the school is not responsible for safeguarding information saved/stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT services, facilities and devices in a manner that is not

appropriate may be subject to disciplinary action by the school, which could include restricting network access

- o illegal, dangerous or offensive information may be accessed or accidentally displayed despite internal departmental controls to manage content on the internet
- o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student
- any inappropriate images/footage posted by individuals on website/s is managed according to the Student Code of Conduct

It is acceptable for students while at school to:
- use mobile devices for:
  - o assigned class work and assignments set by teachers
  - o developing appropriate literacy, communication and information skills
  - o authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - o conducting general research for school activities and projects
  - o communicating or collaborating with other students, teachers, their parents or experts in relation to school work
  - o accessing online references such as dictionaries, encyclopaedias, etc.
  - o researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight the mobile device during classes, when these devices are not being used in a teacher-directed activity to enhance learning
- use their personal mobile device for private use before or after school, or during recess and lunch breaks, in accordance with Student Code of Conduct
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student
It is unacceptable for students while at school to:
- use a mobile device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras inappropriately, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material

Norfolk Village State School User Agreement
In order to support the successful integration of iPads as learning tools both students and parents have responsibilities. Norfolk Village State School has the following User Agreement.

NVSS BYOD User Agreement

Families are in partnership to ensure that iPads are for learning. In order to support the successful integration of iPads as learning tools both students and parents have responsibilities. Please read and sign the following agreement:

Students will:
o use iPad for learning at school so I will only use SCHOOL APPS while at school
o bring my iPad with 100% battery every day
o not take photos/videos/recordings unless directed by a teacher
o not upload or share any school work unless directed by a teacher
o choose "Always Allow" in the Classroom App, and I will not change these settings
o keep my case on my iPad
o leave iPad inside during break times
o keep iPad in my bag before and after school
o leave phones and smart watches at the office
o not alter the QWERTY keyboard or fonts by downloading external apps
o follow the BYOD expectations and are aware of the IT misconduct steps
o use the Cyber High-5

If I do not follow these rules I understand that:
o My parents may be notified.
o I may lose the privilege of using my iPad at school for a period of time and I will still need to complete my school work in other ways.
o The NVSS Behaviour Code will be used to inform any necessary consequences.

Student Name:	Class:	Date:

Parents will:
o set up my child's iPad using the information provided by Norfolk Village State School
   https://norfolkvillagess.eq.edu.au/curriculum/bring-your-own-device
o supply suitable headphones and a case for my child's iPad
o setup Family Sharing on my child's iPad
o use Child Apple ID to sign into my child's iPad
o install the required apps on my child's iPad
o turn iMessage and Facetime off during school hours using Communication Limits in Screen Time settings
o use Content and Privacy Restrictions in Screen Time to monitor the content which my child can access
o not install social media, games or entertainment apps which are not suitable for the age of my child. E.g. if my child is 9 years old I will not install apps intended for 12+
o not supply my child with a SIM card for their iPad
o support their child to leave any phones and smartwatches (connecting to outside networks) at the school office during school hours

Parent Name:	Parent Signature:	Date:

Norfolk Village State School Smart Watch User Agreement
Families are in partnership to ensure that iPads and other devices are for learning.

If parents/carers choose to supply their child/children with smart watches, they must:
- Understand that any smart watches that are worn to school must include parental controls/school mode.
- Use parental controls to set school mode. This means that the watch will not have access to outside networks/camera/messaging/phone.
- In the event that smart watches can access outside networks the device will be removed in line with the NVSS Student Code of Conduct.
- Understand that smart watches are worn at your own risk and any damages occurring during school hours (including before and after school) are the parent's /carer's responsibility. Parents and students are responsible for the security, insurance and maintenance of personal devices.
- Understand that if the device has a negative impact on student learning, the school will ask that the device does not come to school.

Students will:
- Wear smart watches to tell the time, date and track steps.
- Leave their watch on and not remove or share this with anyone else.
- Follow the NVSS Student Code of Conduct.
- If the smart watch is connecting to an outside network it will need to be stored at the office during school hours.
- Alert the teacher to any notifications that appear on their smart watch.

If I do not follow these rules I understand that:
- My parents may be notified.
- I may lose the privilege of having my smart watch at school.
- The NVSS Student Code of Conduct will be used to inform any necessary consequences.
- Understand that if the device has a negative impact on student learning, the school will ask that the device does not come to school.

BYOD EXPECTATIONS OF STUDENTS

- My iPad will stay in my bag before/after school and during break times
- I am responsible for my iPad
- To keep my iPad safe I will not share it with others
- I will bring my iPad to school fully charged each day
- My iPad will be in safe working order with a case and screen protector
- My messages and calls are turned off during school time
- If I have mobile data, it will be turned off at school
- I will use my iPad for learning during school hours and will access only school-approved apps while at school
- HOME GAMES are for at HOME ONLY (this includes free time, wet lunches, before and after school)
- I will close home games when I come to school
- I only take approved photos or videos to assist my learning and will only upload or share school work as directed by a teacher
- I will choose "always allow" in the Classroom App and I will not change these settings
- I will not alter the QWERTY keyboard, fonts or the colour of apps
- When moving with my iPad, I will turn it off, carry it with 2 hands and walk carefully
- I will check in and leave my phone at the office
- I will use the Cyber High-5

Preventing and Responding to Bullying

Norfolk Village State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Norfolk Village State School has a **Student Leadership Forum** (known locally as Student Council), with diverse representatives from year 5 and 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Norfolk Village State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).
- bullying behaviour is repeated.
- having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Norfolk Village State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Wellbeing, Mental Health support and counselling is available at Norfolk Village State School through our Guidance Officer or Chaplain. These services require and consent form and can be accessed through a meeting with a Deputy Principal.

The following flowchart explains the actions Norfolk Village State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Norfolk Village State School - Bullying response flowchart for teachers

Please note these timelines are a guide only and will be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed with student and family.

Key contacts for students and parents to report bullying: Class Teacher, Head of Special Education , Deputy Principal, Principal

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Norfolk Village State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

We encourage all families to be actively aware of what and/or who their child is engaging with online. As of December 10, 2025 the Australian Government brought in social media age restrictions. Details are available on the eSafety Commissioner website.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher, Deputy Principal or Principal.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Norfolk Village state School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

IT MISCONDUCT OF STUDENTS

Steps to follow for IT misconduct in the classroom

1. Teacher reminds student of the BYOD expectations
2. Teacher manages student iPad via the Classroom App
3. Student iPad is placed on teachers desk for the lesson
4. Student iPad is placed on teachers desk for the session
5. Student iPad is placed on the teachers desk for the rest of the day and a phone call home is made to discuss behaviour choices
6. Possible removal of inappropriate home app
7. Major IT misconduct to be referred using the orange incident form and the NVSS Behaviour Code
8. Teacher uses guided access to assist student to stay in the desired learning app for the lesson

- Guided access placed on students iPad, parents are contacted to discuss the process
- School code is entered (teachers only knows this)
- Teacher opens app required for learning
- Teacher triple clicks home button to enter guided access mode
- Student sets an alarm for end of day to have guided access unlocked by the teacher

IPADS ARE FOR *learning*

Norfolk Village State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
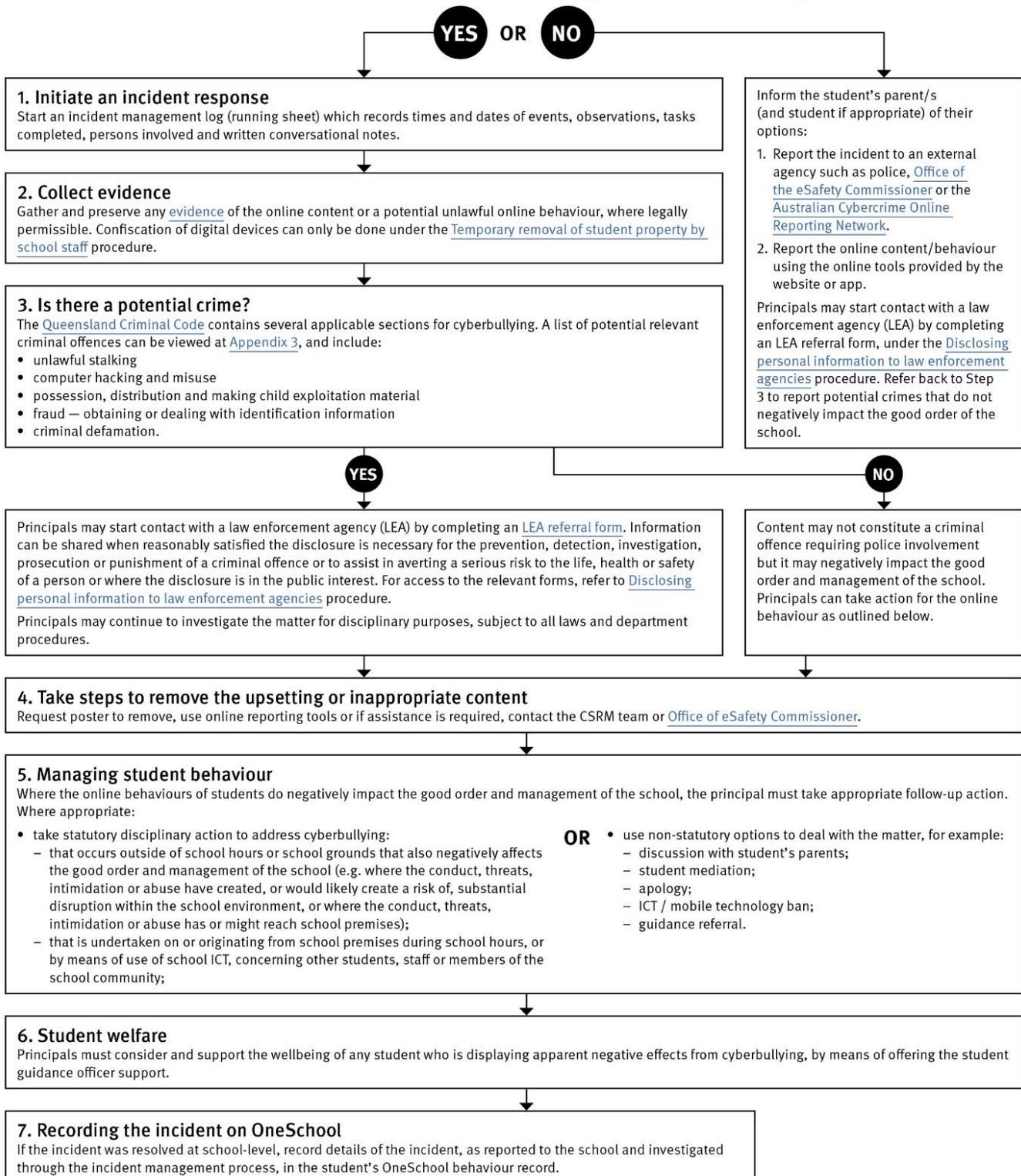
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

Report
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.

2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES / **NO**

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Norfolk Village State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Norfolk Village State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

Norfolk Village State School – Anti-Bullying

Norfolk Village State School is committed to working with everyone in our school community to strengthen the quality of relationships and encourages all members to do the same. It is through intentional consideration of the behaviour and communication that as a school community we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as:
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

We encourage all in our school community – Student, Staff, Parents/Carers to:
- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Norfolk Village State School commits to the above through a range of curriculum work and initiatives in our school community. These include and are not limited to:
- Respectful Relationships
- Health and Technology Curriculum
- Life Education
- Positive Behaviour for Learning (PBL)
- The Resilience Project (TRP)
- Reboot Program
- P-2 Ditto Show
- School Motto – Creative ~ Confident ~ Committed

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

As of December 10, 2025 the Australian Government brought in social media age restrictions. Details are available on the eSafety Commissioner website.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:
- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation.

Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:
- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Norfolk Village State School may need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for consequences or as a disciplinary measure.

The Department's **Restrictive Practices Procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive Practices Procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.
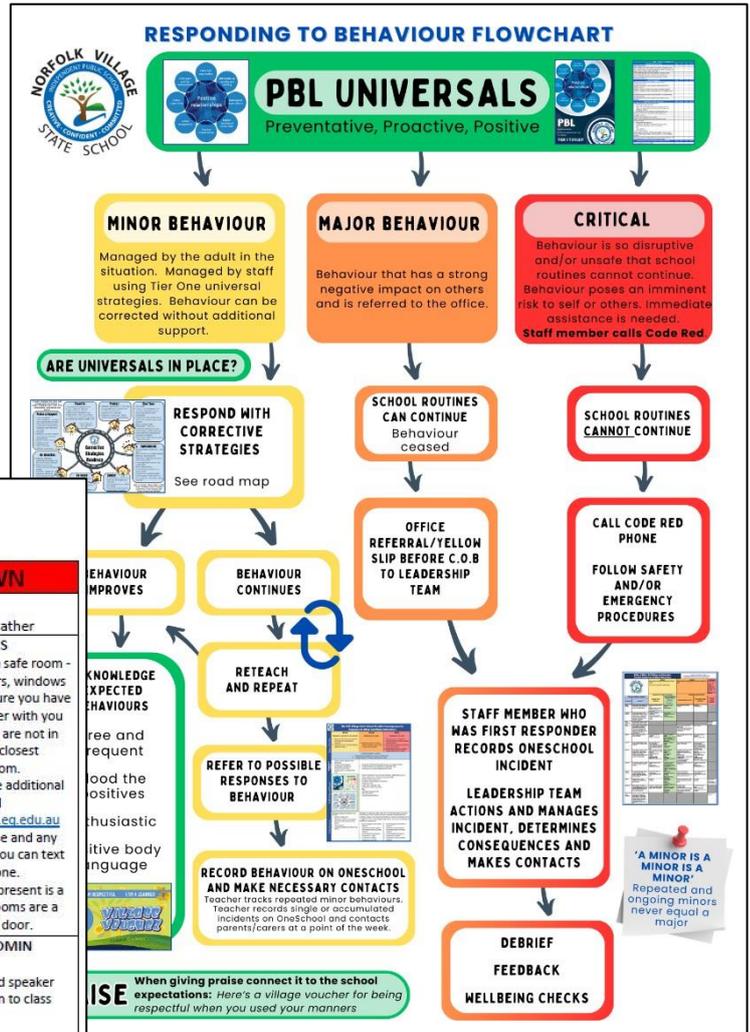
All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). A critical behaviour incident refers to behaviour that is so disruptive and/or unsafe that school routines cannot continue. Behaviour that poses an imminent risk to self or others and immediate assistance is needed. The staff member at the scene enacts our emergency response procedures.

RESPONDING TO BEHAVIOUR FLOWCHART

NORFOLK VILLAGE STATE SCHOOL

PBL UNIVERSALS
Preventative, Proactive, Positive

MINOR BEHAVIOUR
Managed by the adult in the situation. Managed by staff using Tier One universal strategies. Behaviour can be corrected without additional support.

ARE UNIVERSALS IN PLACE?

RESPOND WITH CORRECTIVE STRATEGIES
See road map

MAJOR BEHAVIOUR
Behaviour that has a strong negative impact on others and is referred to the office.

SCHOOL ROUTINES CAN CONTINUE
Behaviour ceased

OFFICE REFERRAL/YELLOW SLIP BEFORE C.O.B TO LEADERSHIP TEAM

CRITICAL
Behaviour is so disruptive and/or unsafe that school routines cannot continue. Behaviour poses an imminent risk to self or others. Immediate assistance is needed. **Staff member calls Code Red.**

SCHOOL ROUTINES CANNOT CONTINUE

CALL CODE RED PHONE

FOLLOW SAFETY AND/OR EMERGENCY PROCEDURES

BEHAVIOUR IMPROVES

BEHAVIOUR CONTINUES

RETEACH AND REPEAT

REFER TO POSSIBLE RESPONSES TO BEHAVIOUR

STAFF MEMBER WHO WAS FIRST RESPONDER RECORDS ONESCHOOL INCIDENT
LEADERSHIP TEAM ACTIONS AND MANAGES INCIDENT, DETERMINES CONSEQUENCES AND MAKES CONTACTS

'A MINOR IS A MINOR' Repeated and ongoing minors never equal a major

ACKNOWLEDGE EXPECTED BEHAVIOURS
free and frequent
flood the positives
enthusiastic
positive body language

RECORD BEHAVIOUR ON ONESCHOOL AND MAKE NECESSARY CONTACTS
Teacher tracks repeated minor behaviours. Teacher records single or accumulated incidents on OneSchool and contacts parents/carers at a point of the week.

DEBRIEF
FEEDBACK
WELLBEING CHECKS

PRAISE When giving praise connect it to the school expectations: Here's a village voucher for being respectful when you used your manners

EMERGENCY PLAN SUMMARY
FIRE - LOCKDOWN - EVACUATION

FIRE	EVACUATION	LOCKDOWN
Alarm will sound with verbal cues – Lockdown or Evacuation Lockdowns = dangerous persons on grounds, toxic spill, dangerous animal on grounds, bad weather		
CLEAR AREA Evacuate all Students and Staff to notify administration team **CODE RED PHONE** **0417 075 501** ADMIN - 5549 4220 / 5549 4243 If required call 000 directly	**EVACUATE** Evacuate all students and staff, take Blue Folder with class list and red/green signal sheet to assembly point. Sweep classrooms, middle rooms and toilets	**STAY INDOORS** If you are in class, hall or a safe room - remain indoors, lock doors, windows and stay out of sight. Ensure you have the blue emergency folder with you during lockdown. If you are not in class proceed to the closest classroom/saferoom. If you are missing or have additional students email admin@norfolkvillagess.eq.edu.au with the student(s) name and any relevant information or you can text the Code Red phone. Any class with a teacher present is a safe class. Other safe rooms are a smiley face on their door.
CONTAIN FIRE **IF SAFE TO DO SO** Use Fire Extinguisher *(Pull pin. Aim for bottom of fire. Use fire blanket if required do not attempt to remove.)*	**MEET AT ASSEMBLY AREA** Make your way to assembly area Line up with your class in designated area. See map below	
IF FIRE IS CONTAINED Keep students evacuated and alert administration.	**CHIEF FIRE WARDEN** Will call emergency services if required and deploy Fire Wardens for final sweep if safe to do so	
FIRE CANNOT BE CONTAINED Leave immediately & proceed with EVACUATION process	**ASSEMBLY POINT CHECK** Check your students and staff off against your class list. Only put up your Green sheet if you have all students in attendance NEVER ASSUME you know where they are. If you signal red the fire warden to your sector will assist.	**PRINCIPAL/DP/ADMIN** Will announce over loud speaker when it is safe to return to class activity.
	CHIEF FIRE WARDON Will advise if and when safe to return to respective areas	**PRINCIPAL** To alert Regional Office and notify parents based on extent and time of lockdown
STAFF RESPONCE		
Teachers, Teacher Aides, Relief Teachers & Specialist Teachers – Check your designated areas, proceed to evacuation point and meet in designated class area or remain safe in lockdown room.		
Facilities, Office Staff, Volunteers, Visitors - Check your area then make your way to assembly meeting area,or remain in safe lockdown room, check in with Admin person holding a PURPLE sign located near sports shed on oval.		
Administration Staff Front Counter – Evacuate first aid room and take First Aid Response Kit to evacuation point or lockdown room Enrolments Officer – Take Emergency Phone and iPad – send via ID Attend Web Evacuation report – Check off Visitors log and hold Purple Sign – stand near back of library/oval side or remain in lockdown room. Finance Officer – Take Emergency Response Kit to evacuation point or lockdown room.		
Fire Wardens – ONLY if safe to do so - Check and clear your allocated areas including toilets, ensure doors and windows are closed to help isolate the fire, proceed to assembly area		
Principal/Delegate – Co-ordinate with Facilities Officer and/or Emergency response teams to facilitate the evacuations/lockdowns, provide update and announcements when it is safe return to class. Advise regional office as required.		
ANY EMERGENCY CALL CODE RED PHONE		

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student use of mobile devices procedure
- Student Wellbeing Hub

Complaints

Norfolk Village State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or caregiver, you can express dissatisfaction with the service or action of the Department of Education, or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and School staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the School
   - The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also
   make a complaint through QGov.
   - Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be
   accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   - If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or
   how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for an internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
   - If you are dissatisfied after the internal review, you may wish to contact a review\ authority, such as the Queensland Ombudsman, and request an independent, external review. More information
   about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. Issues about harm, or risk of harm, to a student attending a state school, must be managed in accordance with the Student protection procedure